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IDENTIFIERS	*California

ABSTRACT

In 1991-92, a project was undertaken at Napa Valley College to update the college's 1990 Comparative Study of Vocational Nursing Curriculum and Employer Requirements, to develop a model articulation program for licensed nurses pursuing associate degrees, and to produce a guide for recruiting and retaining underrepresented groups in vocational nursing programs. The study incorporated data from vocational nursing programs, employers of licensed vocational nurses (LVNs) in a variety of acute and long-term facilities throughout California, and recently licensed vocational nurses. Significant findings included the following: (1) 77.4% of the responding employers (n=235) indicated that they would hire more LVNs if they were available; (2) 43.6% of vocational nursing programs represented (n=39) currently had waiting lists for admission; (3) current graduates continued to meet the needs of health agencies; (4) the majority of the 89 vocational nurses surveyed were satisfied with their employment; (5) current programs needed support services for increasing numbers of students from special populations; (6) recent changes in programs included curriculum revisions, adding prerequisites, lengthening the programs, developing part-time programs, and adding leadership components; (7) curriculum recommendations included increased emphases on non-clinical skills, gerontology, and rehabilitation, while maintaining a medical-surgical focus; and (8) 86% of the LVNs surveyed (n=93) were interested in obtaining advanced degrees in nursing. Appendixes provide data tables for program, agency, and LVN survey questions, including the number of respondents. A three-page summary of data/conclusions for the model articulation program is also attached. (JSP)

ED345769

Update

Continuation Grant

COMPARATIVE STUDY OF VOCATIONAL NURSING CURRICULUM AND EMPLOYER REQUIREMENTS

Napa Valley College
October 1991 - June 1992

Doris Zylinski
Dean Health Occupations

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JC920245

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Executive Summary

Napa Valley College conducted a continuation grant to update the information in the Comparative Study of Vocational Nursing Curriculum and Employer Requirements. The project included the development of a Model Articulation Program and Directory for Licensed Vocational Nurses Pursuing Associate Degrees and a Guide for Recruiting and Retaining Underrepresented Groups in Vocational Nursing. The director and guide are published in separate documents.

Major findings as a result of the assessment and expansion of the information in the previous grant are as follows:

1. The need for vocational nurses continues to increase.

2. Current vocational nursing programs should expand or at least maintain present enrollment in order to meet this increased demand by both students and employers.

3. The current graduates of vocational nursing programs continue to meet the needs of the health agencies.

4. The majority of vocational nurses are satisfied with their employment and feel that they were well prepared for the job market.

5. Vocational nursing programs need to have adequate support services available to assist the increasing number of students from special populations to succeed.

6. Recent changes in programs include: curriculum revisions, adding prerequisites, lengthening the program, developing part-time programs and adding a new leadership component.

7. LVN's continue to perform a wide variety of functions in the health agencies.

8. Intravenous therapy continues to rank high in terms of the suggestions from vocational nurses for additional content in the basic program.

9. The curriculum recommendations remain the same in terms of increasing the emphasis on:

    a. nursing process
    b. nursing diagnosis
    c. effective communications
    d. assertiveness
    e. computer literacy
    f. quality assessment
    g. leadership and/or managed care concepts
    h. differentiated scopes of practice

10. The clinical component of the program needs to retain the medical-surgical nursing emphasis with increased gerontology, skilled nursing and rehabilitation components.

11. Eighty-six percent of the vocational nurses surveyed expressed an interest in obtaining advanced degrees in nursing.

Project Goals and Objectives

The overall goals of the project were to assist the vocational nurse who wishes to pursue advanced degrees in nursing to succeed in the articulation process, to increase the number of graduates of underrepresented groups in vocational nursing and to expand the data base and validate the information in the original project.

The specific objectives were as follows:

1. Continue the Advisory Committee that was designated in the original grant which is composed of representatives from nursing education, nursing administration, accrediting agency and the Chancellor's Office.

2. Collect data on LVN articulation with ADN programs for both the 30-unit option and AS degree student in terms of:

   a. procedure for admission
   b. prerequisites
   c. curriculum requirement
   d. placement in program
   e. access
   d. success on state boards

3. Complete current data base by obtaining information from programs that did not respond to initial grant.

4. Expand the current data base by sampling additional numbers and types of health care agencies in terms of their use of the licensed vocational nurse.

5. Expand the current data base by sampling additional newly licensed vocational nurses.

6. Expand the literature search and identify factors that predict successful recruitment, retention, and success on state boards of underrepresented groups in nursing.

7. Formulate and publish a successful articulation model, with a directory of articulation and procedures in California community colleges.

8. Formulate and publish a guide for recruiting and retaining underrepresented groups in vocational nursing.

9. Update and validate conclusions in original grant.

10. Disseminate the publications.

Description of Activities

Objective 1.

Continue the Advisory Committee established in October 1989 for the original project. All members agreed to participate in the Continuation Grant. A replacement was designated by the LVNPTE Board but the person previously in that position remains on the committee as a representative from the Chancellor's Office.

The Advisory Committee members reviewed drafts as they were developed. They met in April 1992 to review and approve final reports.

See Appendix B for Advisory Committee Membership

Objective 2.

Collect data on LVN articulation with ADN programs for both the thirty-unit option and A.S. Degree Program.

A questionnaire asking for data on the articulation of the vocational nurse was mailed to all of the Associate Degree Nursing programs in the fall with several follow-ups. Responses were received.

Objective 3.

Complete data base by obtaining information from programs that did not response to the initial grant.

New questionnaire was mailed to all of the Vocational Nursing programs. Responses were received.

Objective 4.

Expand the current data base by sampling additional numbers and types of health care agencies in terms of their use of the licensed vocational nurse.

Questionnaires were mailed and returned by an additional one hundred fifty-four health care agencies. They included: acute care, skilled nursing, ambulatory, outpatient, clinics, hospice health care agencies.

Objective 5.

Expand the current data base by sampling additional newly licensed vocational nurses.

Questionnaires were mailed to an additional ___ newly licensed vocational nurses.

Objective 6. Expand the literature search and identify the factors that predict successful recruitment, retention and success on state boards of underrepresented groups in nursing.

Literature search conducted. Draft reviewed by Advisory Committee members and appropriate affirmative action/new majority staff.

Objective 7. Formulate and publish a successful articulation model with a Directory of Articulation Procedures in California Community Colleges.

Completed. Separate document.

Objective 8. Formulate and publish a Guide for Recruiting and Retaining Underrepresented groups in vocational nursing.

Completed. Separate document.

Objective 9. Update and validate conclusions in original grant.

Data form the questionnaires was analyzed and compared with data from the original grant.

Objective 10. Disseminate the publications.

Completed.

Summary of Data

The conclusions were derived from data collected from vocational nursing programs, employers of vocational nurses in a variety of acute and long term facilities and from vocational nurses who were licensed within the past three years. The agency data represents a total of 272 facilities composed of 34.9% acute hospitals, 36% skilled nursing, 22.4% ambulatory and outpatient, 5.5% acute and skilled combined and 2.2% acute skilled and rehabilitation services. The facilities were located throughout the State of California.

The summary of the data is as follows:

1. The need for licensed vocational nurses continues to increase.

   Of the 235 agencies responding to this question, 77.4% indicated that they would hire more LVN's if they were available.

   The percent of agencies by category that would hire more LVN's is as follows:

   a. acute care hospitals 74.7%.
   b. skilled nursing facilities 81.5%
   c. acute care/skilled nursing 72.7%
   d. other 75.5%

   The nursing staff mix reflects a slight decrease in RN staffing from 59% to 56.9%, slight increase in LVN staffing from 17.5% to 18.1% and an increase in nursing assistants from 23.4% to 29.2%.

2. Current vocational nursing programs should expand or at least maintain present enrollment in order to meet this increased demand by both students and employers.

   The most significant factor in the original study cited as the reason for closing programs or not scheduling classes was the lack of students; 43.6% of the programs now report that they have a waiting list for admission with 64.7% indicating that they are not able to accommodate the number of students on the list.

3. The current graduates of vocational nursing programs continue to meet the needs of the health agencies.

   66.7% of the agencies were very or extremely satisfied with the current licensed vocational nurse graduates as compared to 65% previously. Again, none were extremely dissatisfied.

4. The majority of vocational nurses are satisfied with their employment and feel that they were well prepared for the job market.

   Of the 82 vocational nurses surveyed, 40.8% are very satisfied or extremely well satisfied with their current employment; 44.4% were basically satisfied, 11.1% somewhat satisfied and 3.7% were extremely dissatisfied.

The recommendation to add IV content was rejected by the program directors in thee original study on the basis that the current curriculum does not have enough hours to teach this information and that additional hours should not be added to the current program.

Other skills requested by the vocational nurses included: ACLS, physical assessment, ventilator care, nasogastric tubes, blood withdrawal and charge nurse responsibilities.

Agencies recommended supervision, team leading, organizational, assessment, communication and assertiveness skills, nursing process and diagnosis, teaching, computer and quality assurance skills.

Again, the study showed that LVN's are assigned to work in all areas of the hospital. There is a consistent decrease in the assignments to the specialty areas with the major placement of the LVN remaining on the skilled nursing and medical-surgical inpatient units.

The areas of greatest need for LVN's in the future as identified by the agencies confirms this trend of assigning LVN's to the skilled nursing and medical-surgical units.

9. The curriculum recommendations remain the same in terms of increasing the emphasis on:

   a. nursing process
   b. nursing diagnosis
   c. effective communications
   d. assertiveness
   e. computer literacy
   f. quality assessment
   g. leadership and/or managed care concepts
   h. differentiated scopes of practice

10. The clinical component of the program needs to retain the medical-surgical nursing emphasis with increased gerontology, skilled nursing and rehabilitation components.

11. 86.4% of the vocational nurses surveyed expressed an interest in obtaining advanced degrees in nursing.

    44.6% indicated interest in an ADN degree.
    41.8% indicated an interest in a BSN degree.

Appendix A

PROGRAM INFORMATION

California VN Programs in Sample

Types of Programs

Types of Program	Sample		Statewide	
	Number	%	Number	%
Community College	25	61.0	46	62.2
Adult School	6	14.6	12	16.2
ROP	2	4.9	6	8.1
Private	8	19.5	8	10.8
Armed Services	0	0.0	2	2.7
TOTAL	41	100.0	74	100.0

Note: 55.4% return of surveys from 74 programs.

California VN Programs in Sample
LOCATIONS

Location	Sample		Statewide	
	Number	%	Number	%
Northern California	5	12.2	10	13.5
Central California	7	17.1	18	24.3
Southern California	29	70.7	46	62.2
	41	100.0	74	100.0

Note: 55.4% return of surveys from 74 programs

California VN Programs in Sample
CHARACTERISTICS OF ENROLLED STUDENTS

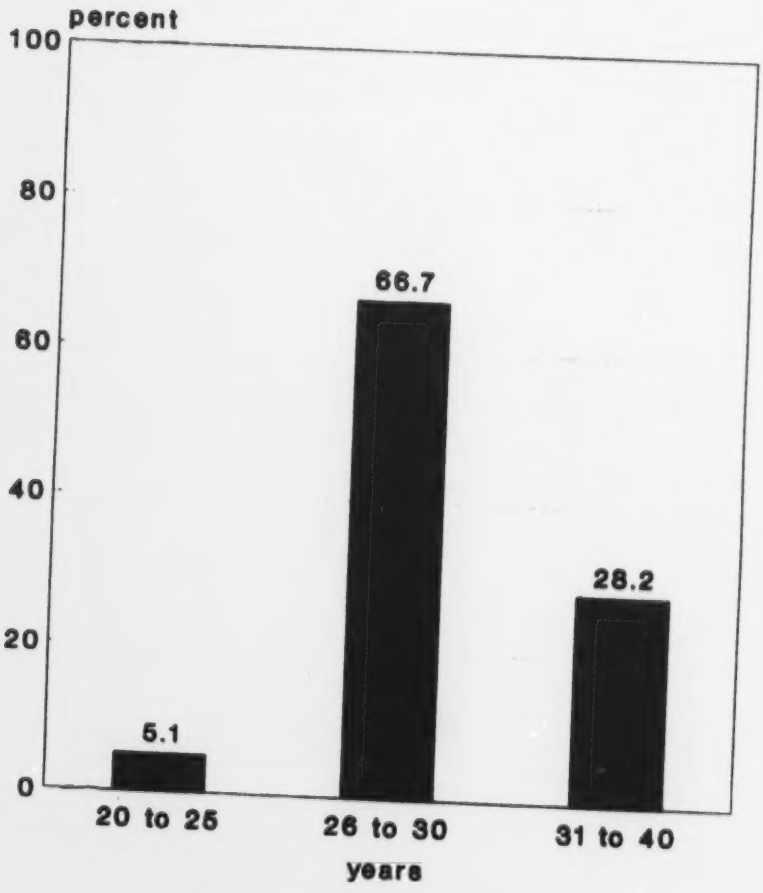
Sex	Number of Full-Time Students*			Number of Part-Time Students**		
	Range	Mean	%	Range	Mean	%
Male	0-59	7.1	14.0%	0-41	1.9	15.8%
Female	0-164	44.2	86.0%	0-123	10.2	84.2%
Total	0-216	51.3	100.0%	0-164	12.0	100.0%

* Number of Programs....38 (includes 2 programs with 0 full time enrollment)

** Number of Programs with part-time enrollment....12 (27 programs had 0 part-time enrollment)

California VN Programs in Sample

Age of VN Students



Number of Programs: 39

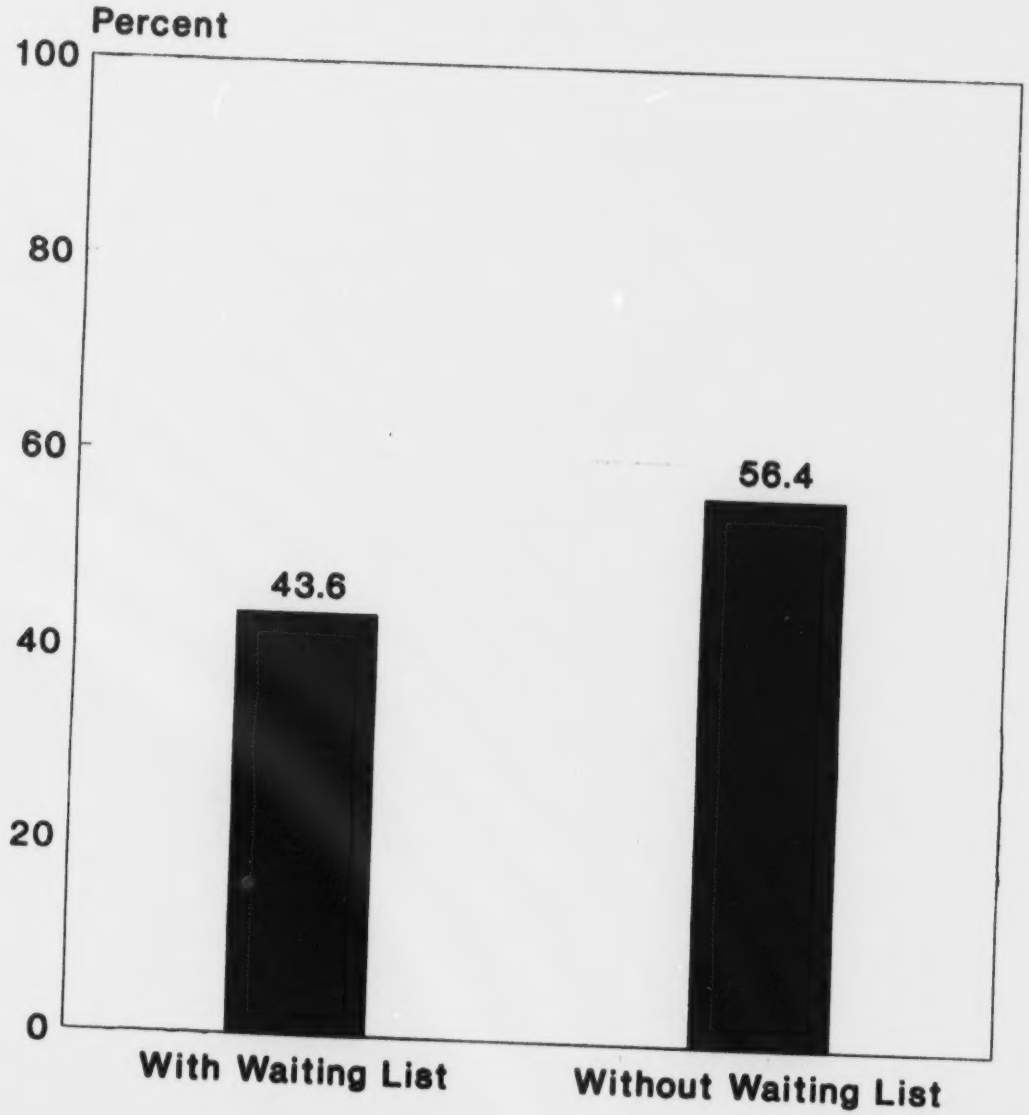
California VN Programs in Sample
ETHNIC BACKGROUND OF VN STUDENTS

Ethnic Group	Range	Mean	Percent*
American Indian/ Alaskan	0-2	0.39	0.01
Asian	0-61	10.2	16.2
Black	0-80	19.5	16.1
White	1-200	32.4	49.8
Hispanic	0-53	10.0	15.4
Other	0-16	1.2	1.9

Number of Programs..... 34

*Note: % of each ethnic group in VN program enrollment. Total of (full and part-time students) 2,213.

California VN Programs in Sample Programs with a Waiting List For Admission



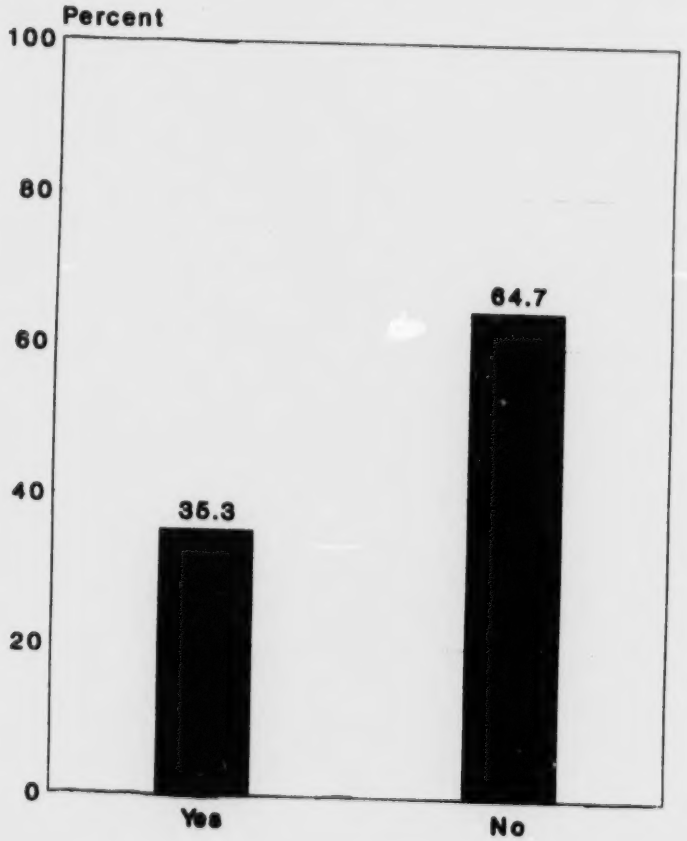
Number of Programs: 39

California VN Programs in Sample

Number of Students on Waiting List

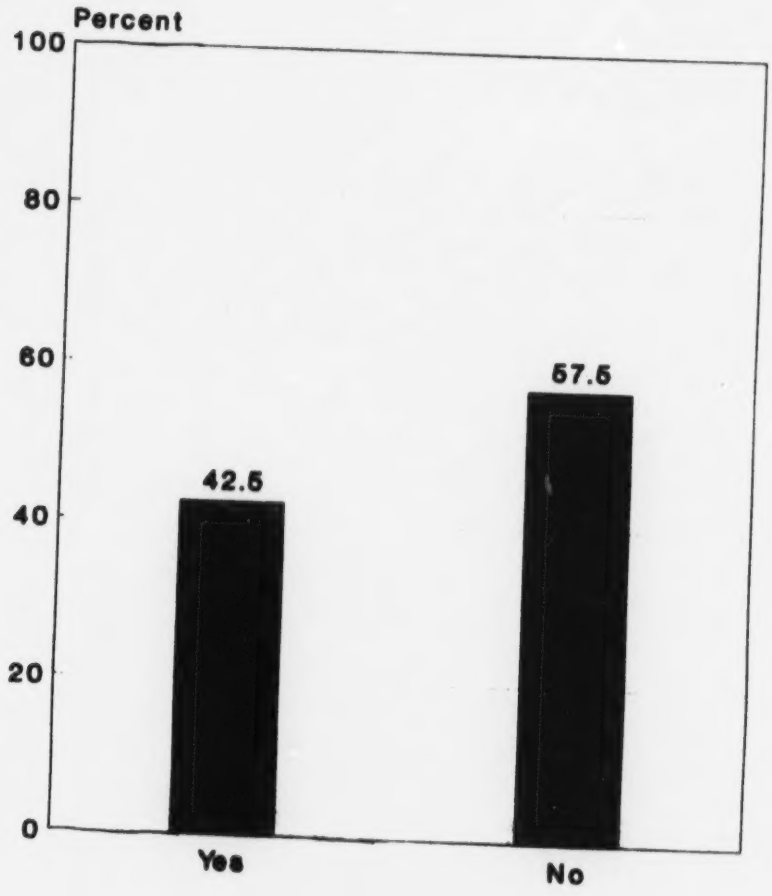
Number	Range	Mean
14	5-98	33.07

Ability to accommodate students on waiting list.



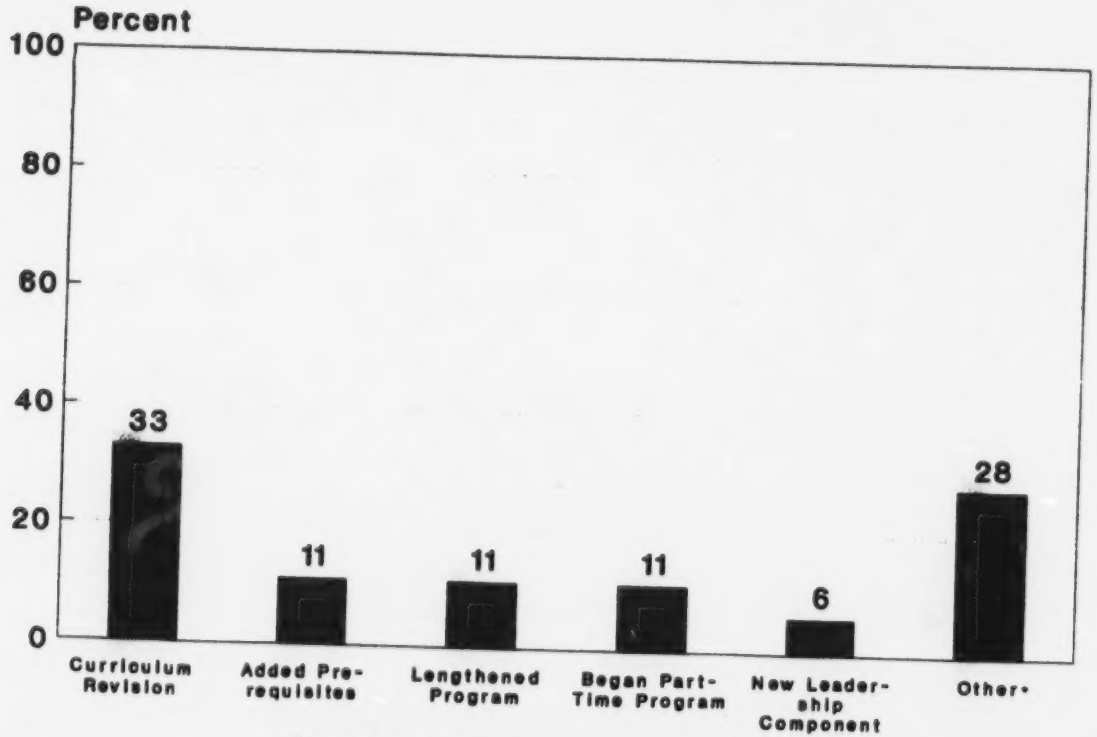
California VN Programs in Sample

Program Changes Within the Last Year



Number of Programs: 40

California VN Programs in Sample
Type of Program Changes

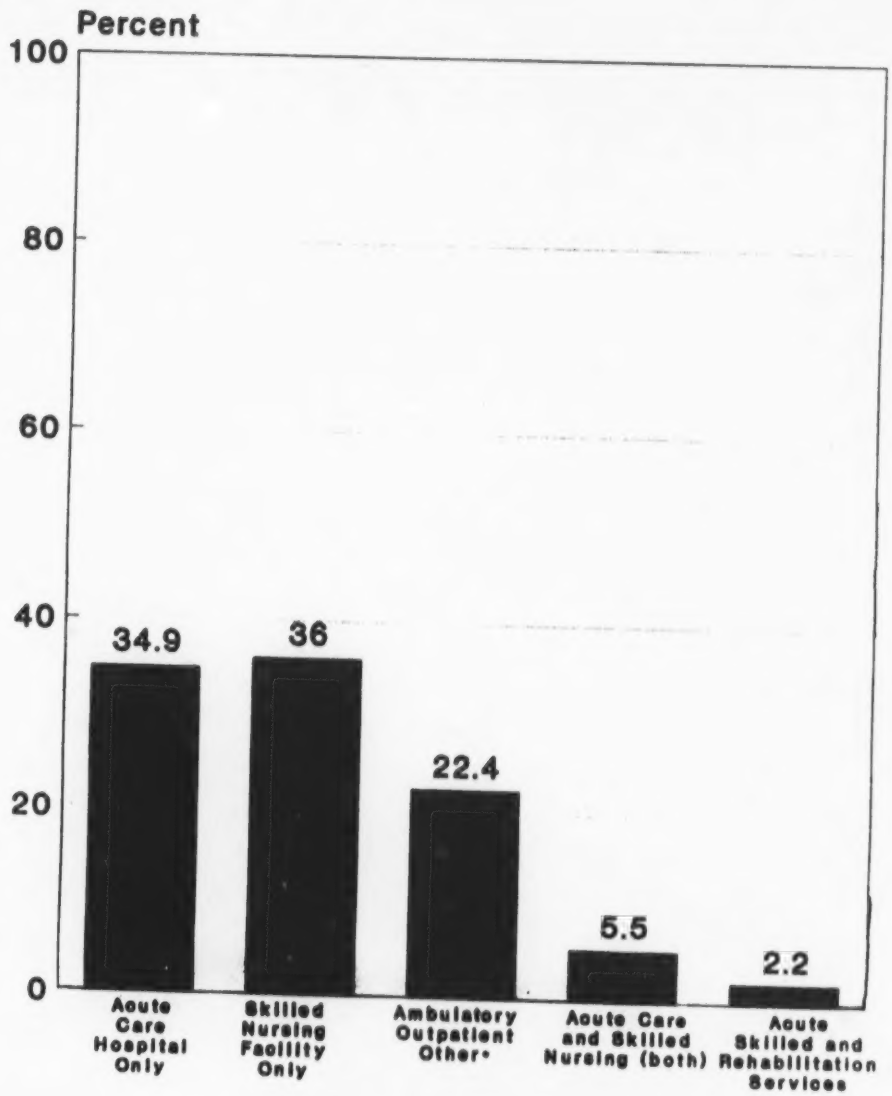


Number of Programs: 18

*Other includes changed clinical, decreased class size, new orientation, integrated nutrition, and no program this year

AGENCY INFORMATION

California Health Agencies in Sample (Percent of Each Type of Agency)

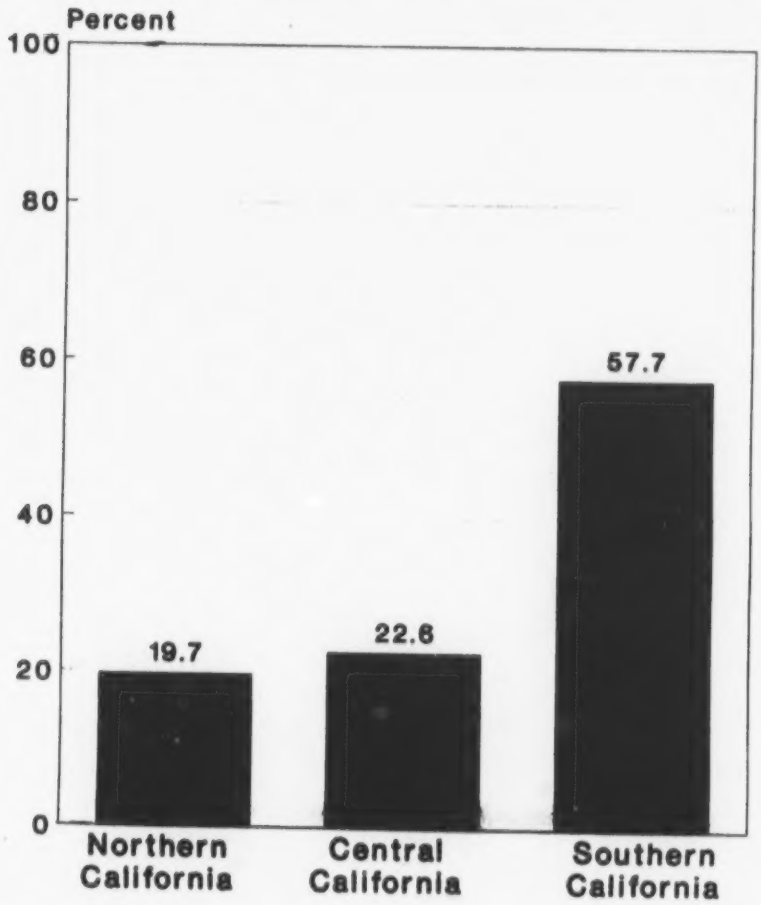


Number of Agencies: 272

*Note: Other includes clinics, doctor's office, hospice, etc.

Health Care Facility Sample

GEOGRAPHIC LOCATION



Number of Agencies: 234

California Health Agencies in Sample
NURSING STAFF MIX

Type of Nursing Staff	Full Time		Part Time	
	Mean	S.D.	Mean	S.D.
Registered Nurses	56.97	98.01	35.05	84.28
Licensed Vocational Nurses	18.13	21.80	7.84	13.47
Nursing Assistants	29.22	32.06	8.17	13.13

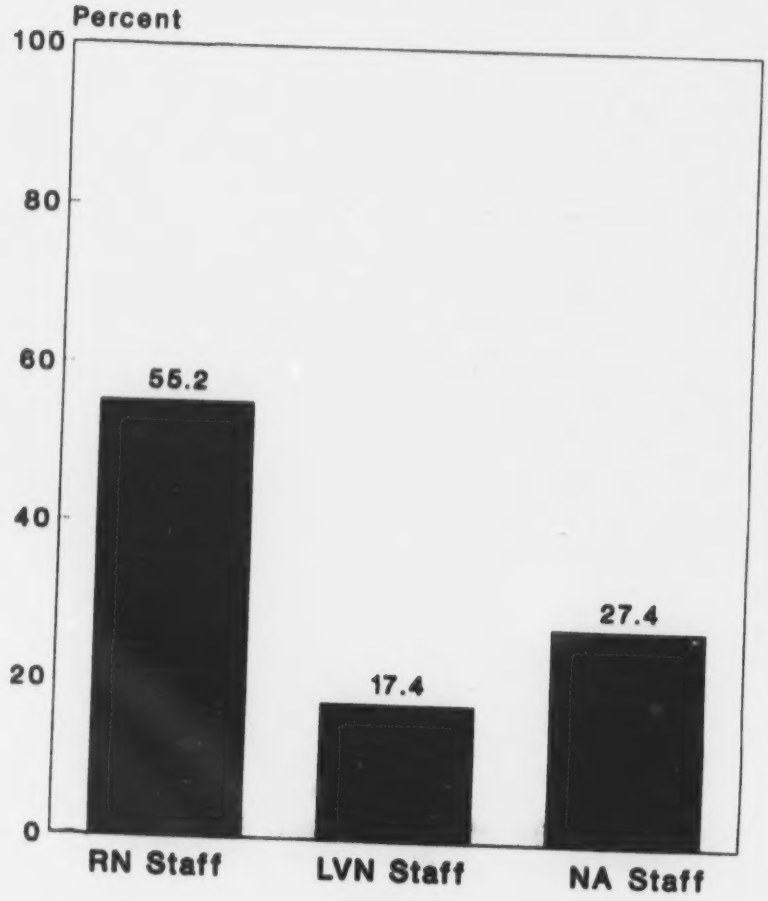
Number of Agencies: Varied from 226-233

California Health Agencies in Sample
NURSING STAFF MIX (Percent)

Type of Nursing Staff	Full Time	Part Time
Registered Nurses	55.2%	69.5%
Licensed Vocational Nurses	17.4%	15.5%
Nursing Assistants	27.4%	15.0%

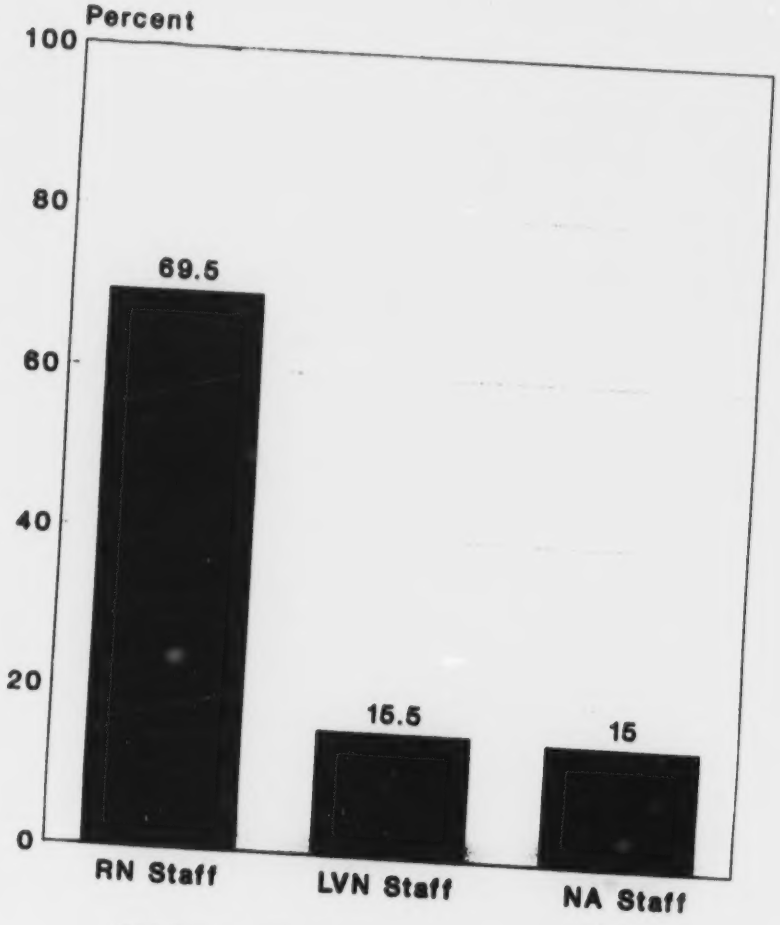
Number of Agencies: Varied from 195-233

California Health Agencies in Sample
FULL TIME STAFF MIX



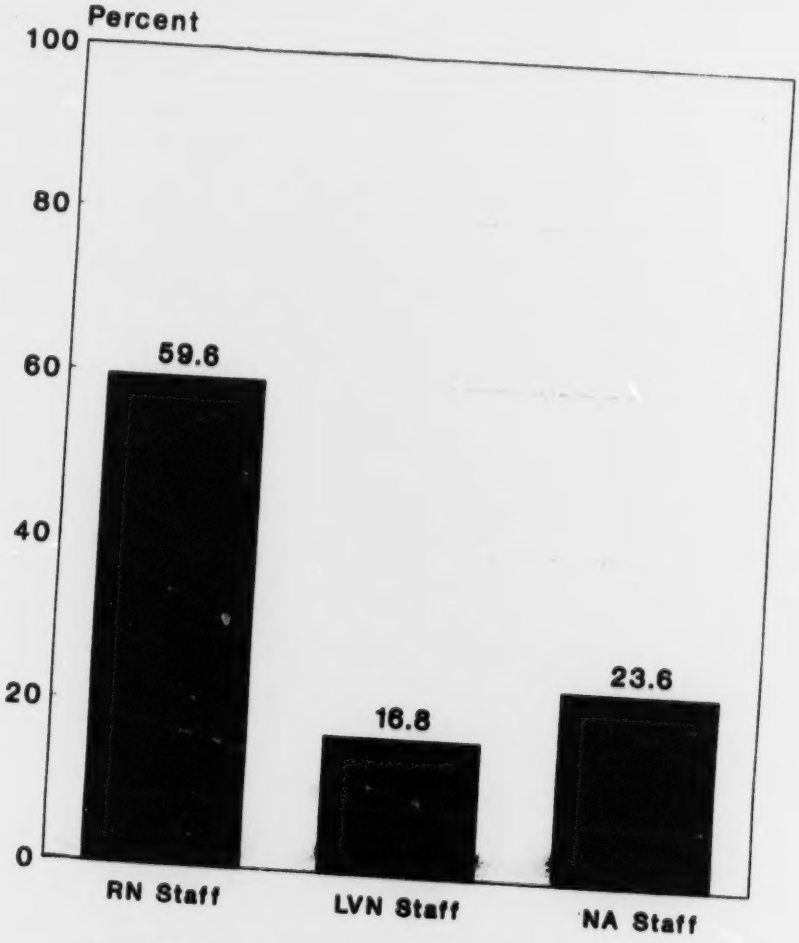
Number of Agencies: Varied from 226-233

California Health Agencies in Sample
PART TIME STAFF MIX



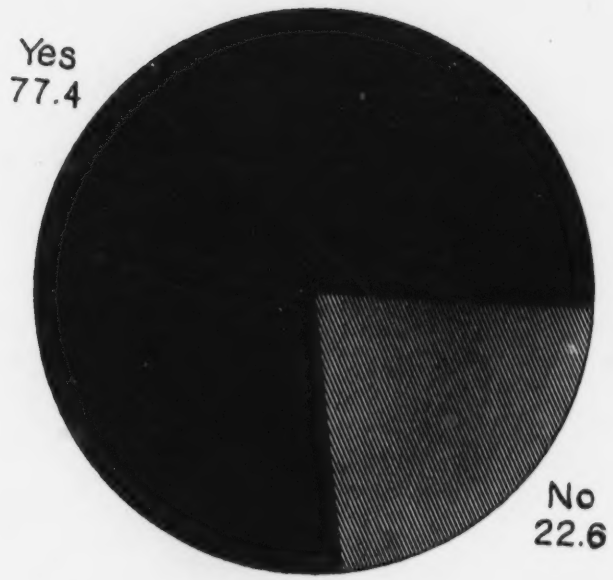
Number of Agencies Varied from 195-233

California Health Agencies in Sample
NURSING STAFF MIX: FULL AND PART TIME



Number of Agencies varied from 195-233

California Health Agencies in Sample
Percent of Agencies that Would Hire More LVN's (if available)



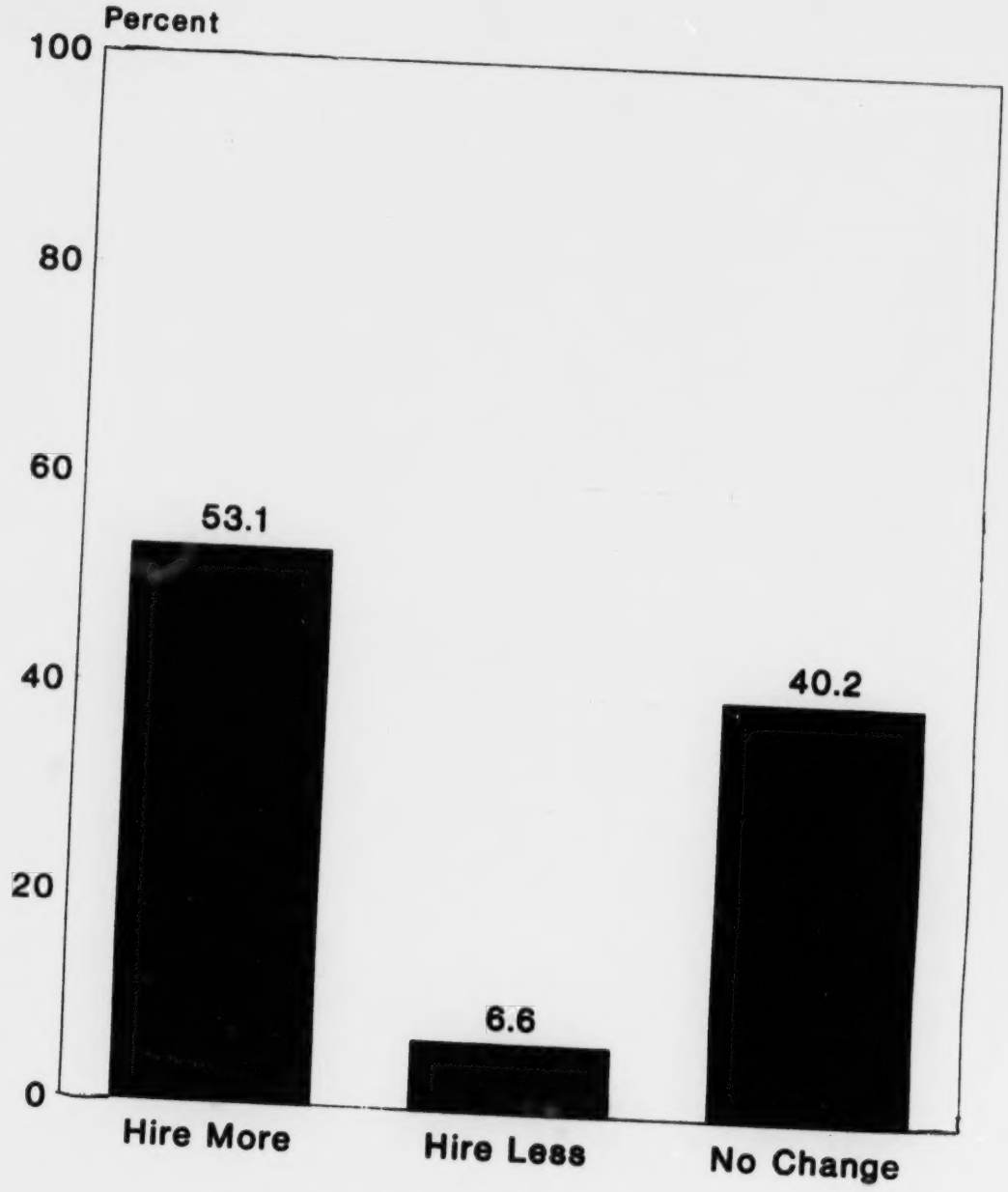
Number of Agencies: 235

California Health Agencies in Sample
Percent of Agencies by Type That Would Hire More LVN's Now (if available)

Type of Agency	Hire More	Not Hire		No.
Acute Care Hospital	74.7%	25.3%	100%	83
Skilled Nursing Facility	81.5%	18.5%	100%	92
Acute Care with Skilled	72.7%	27.3%	100%	11
Other	75.5%	24.5%	100%	49

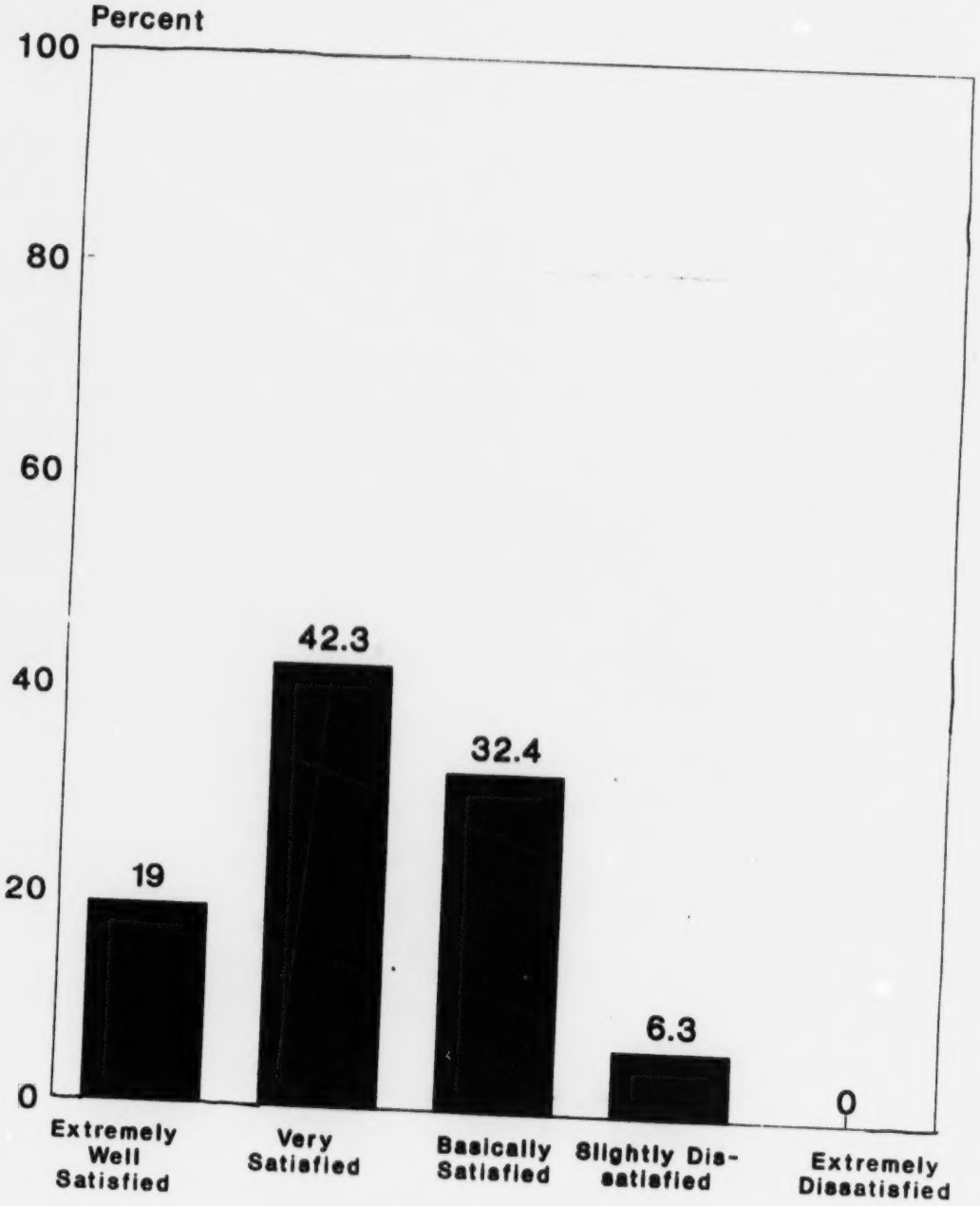
Number of Agencies: 235

California Health Agencies in Sample
AGENCIES' FUTURE HIRING PLANS FOR LVN



Number of Agencies: 241

California Health Agencies in Sample
LEVEL OF SATISFACTION-LVN PERFORMANCE



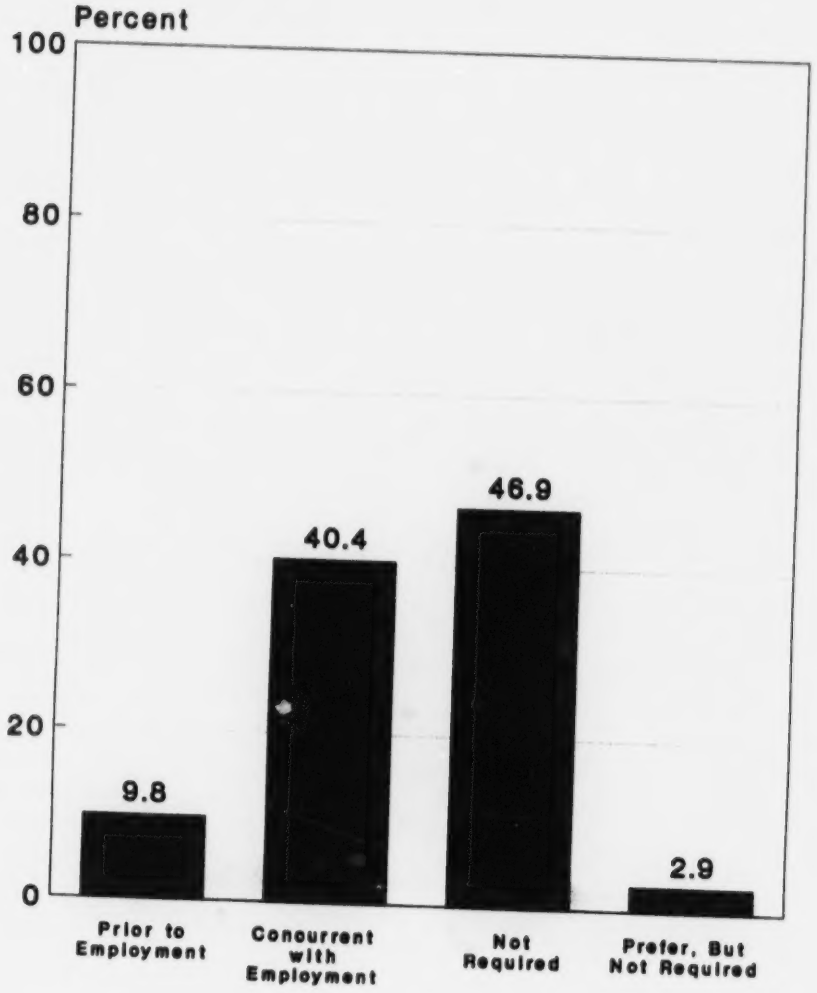
Number of Agencies...253

California Health Agencies in Sample
Level of Satisfaction with LVN Performance by Agency Type

Agency Type	Level of Satisfaction			
	Extremely Satisfied	Very Satisfied	Basically Satisfied	Slightly Dissatisfied
Acute Care Hospital	15.4%	54.9%	27.5%	2.2%
Skilled Nursing Facility	16.5%	34.0%	41.2%	8.2%
Acute Care with Skilled Facility	28.6%	28.6%	42.9%	-0-
Other	27.5%	39.2%	21.6%	11.8%

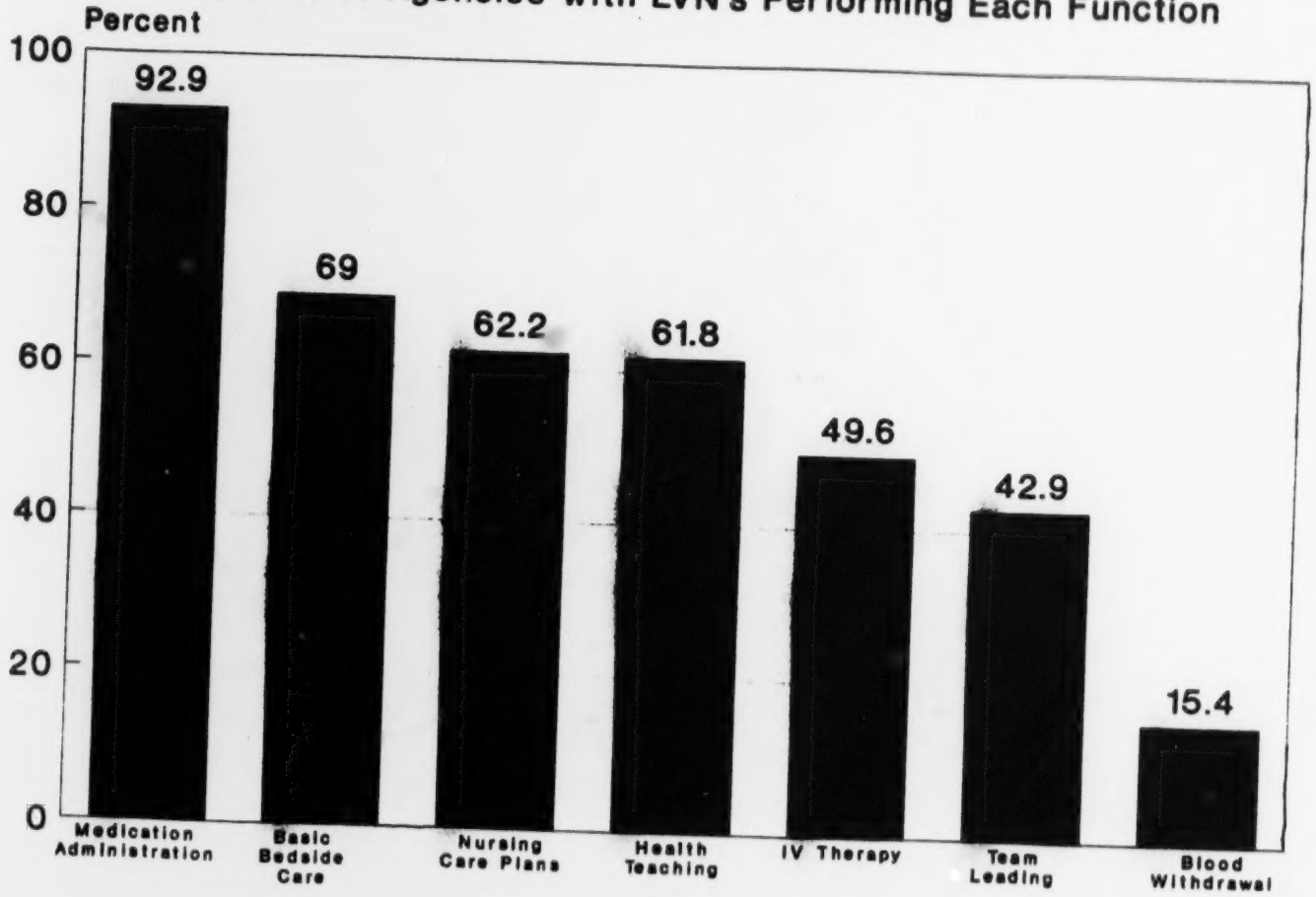
Number of Agencies: 253

California Health Agencies in Sample
IV Certification Requirements for LVN's



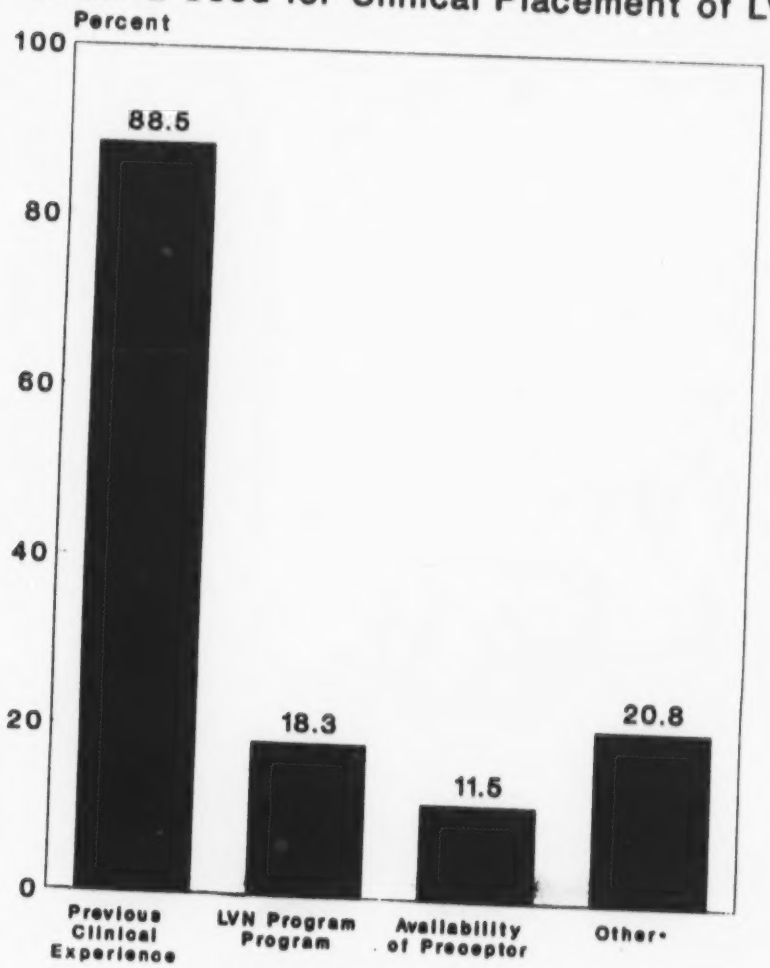
Number of Agencies: 245

California Health Agencies in Sample
FUNCTIONS OF LVN'S
Percent of Agencies with LVN's Performing Each Function



Number of Agencies: 252-254

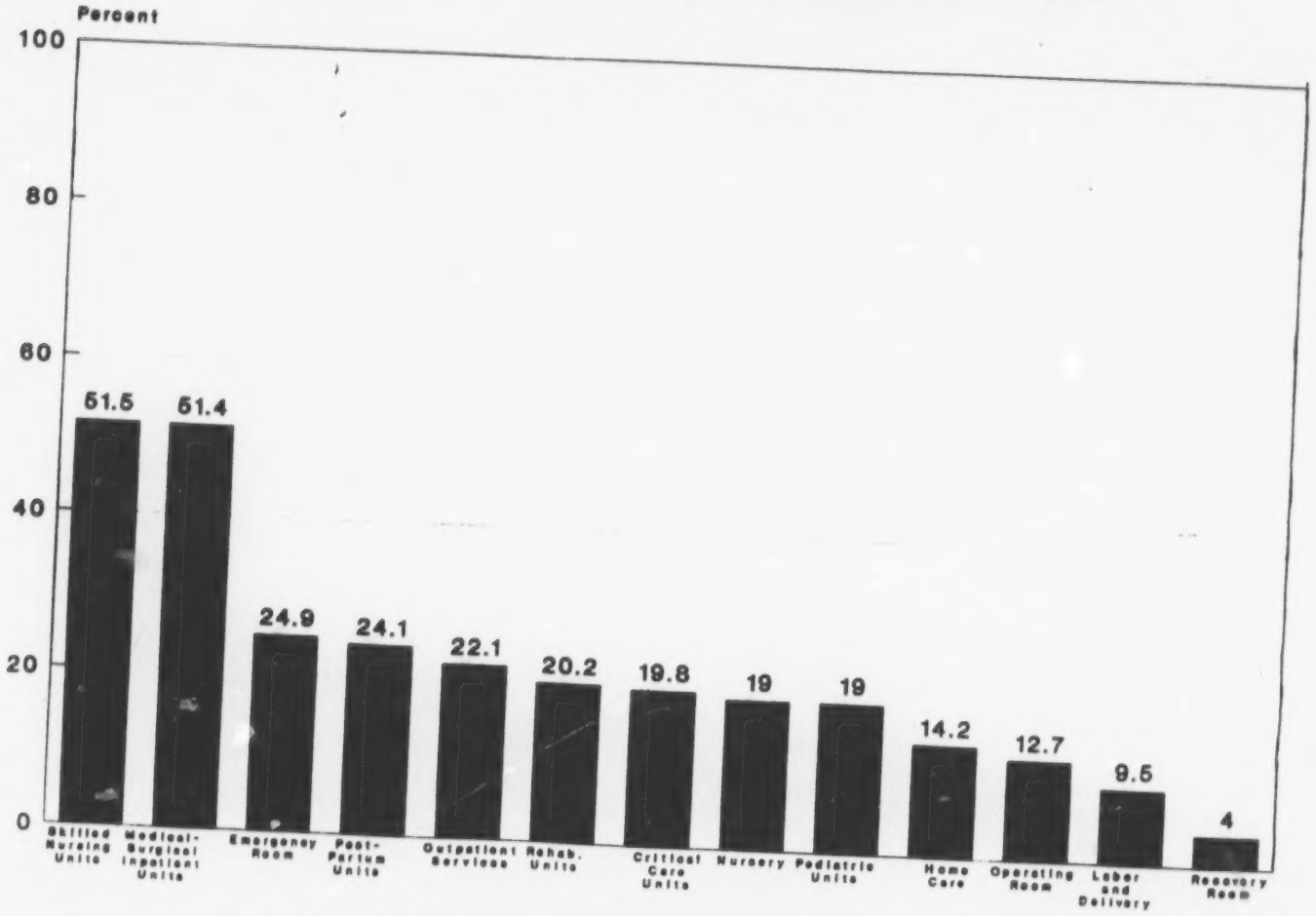
California Health Agencies in Sample
Criteria Used for Clinical Placement of LVN's



Number of Agencies: 252

*Note: Other includes patient needs, staff mix, interview response, recommendation, flexibility to work shifts as needed, availability of staff.

California Health Agencies in Sample
Clinical Specialty Area Assignment-LVN's



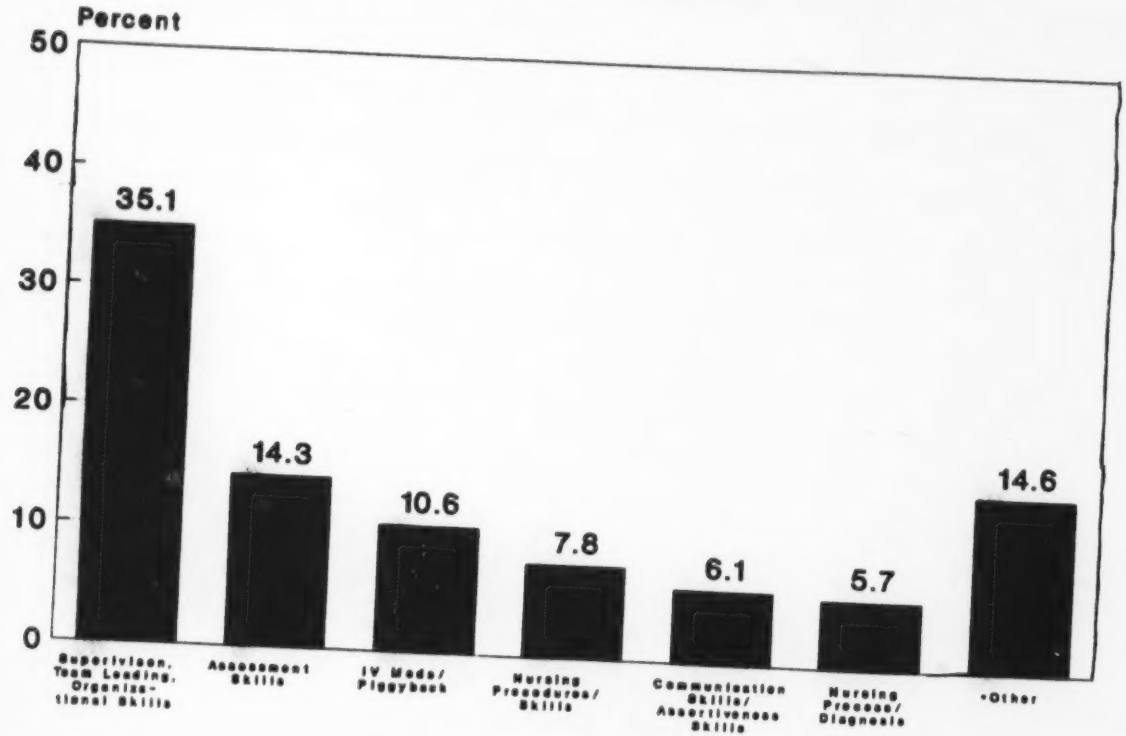
Number of Agencies Varied... 252-253

California Health Agencies in Sample
IV Certification Requirement by Agency Type

Agency Type	Prior to Employment	Concurrent with Employment	Not Required	Prefer, Not Required	Total %
Acute Care Hospital	13.5%	57.3%	24.7%	4.0%	99.5
Skilled Nursing Facility	2.1%	26.3%	70.5%	1.1%	100.0
Acute Care with Skilled Facility	15.4%	69.2%	15.4%	-0-	100.1
Other	16.7%	29.2%	50.0%	4.2%	100.1

Number of Agencies: 245

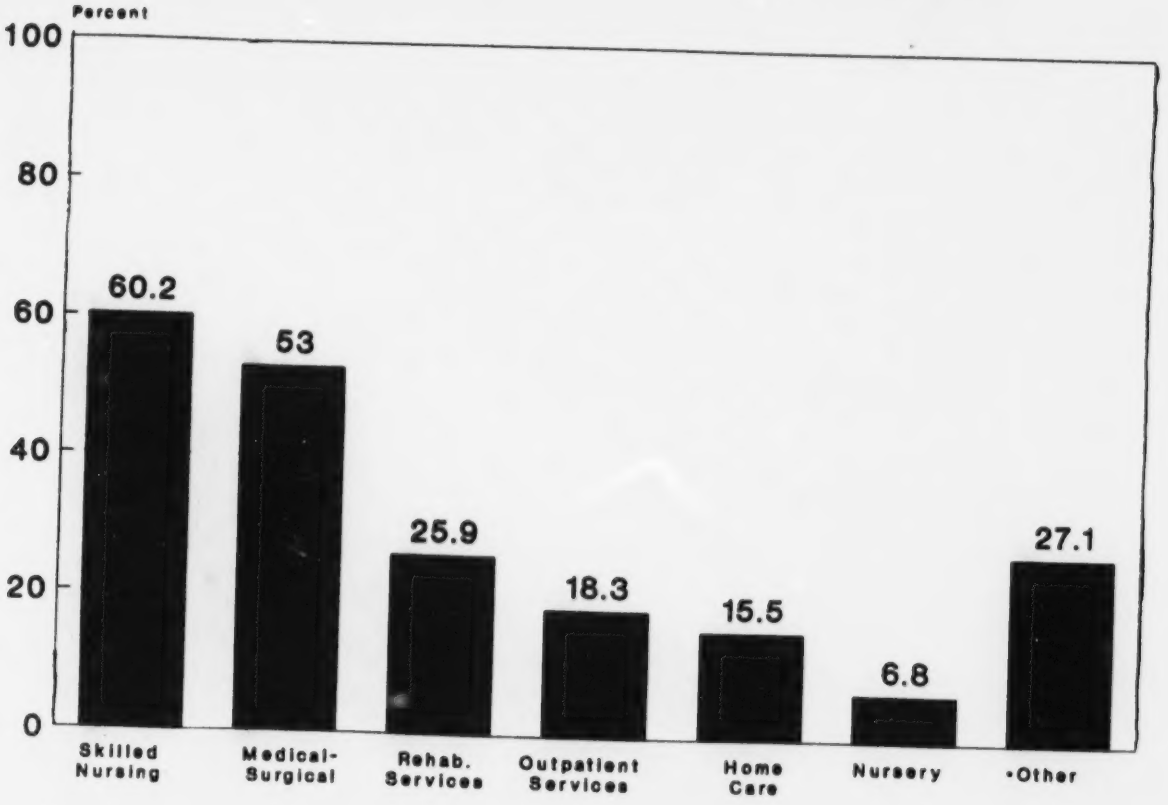
California Health Agencies in Sample
Additional Skills Agencies Desire LVN's to Perform



Number of Agencies: 245

*Note: Other includes more pharmacology, teaching, quality assurance skills, computer registration.

California Health Agencies in Sample
AREAS OF NEED FOR LVNs IN FUTURE



Number of Agencies: 251

•Note: Other includes Critical Care, Operating Room, Labor and Delivery, PostPartum, etc.

Appendix B

Advisory Committee Membership

Cecelia Estrada	VN Faculty, North
Zurline Thornhill	VN Faculty, South
Patty Vail	VN Director, North
Patricia Twyman	VN Director, South
Patricia Lenihan	LTC Administrator
Mari Jo Craft	Acute Care Administrator
Barbara Headman	Community Care Administrator
Penny Sawyer	Nursing Coalition
Eileen Liang	Occupational Ed. Deans CC
Lyla Cromer	Assistant Dean Health Sciences
Barbara Whitney	Chancellor's Office
Teresa Bello-Jones	LVNPTE Board
Susan Beer	Vocational Nurse/RN
Karen Laundry	Vocational Nurse

Doris Zylinski, Project Director
Patty Vail, Co-Director
Barbara McMahon, Consultant

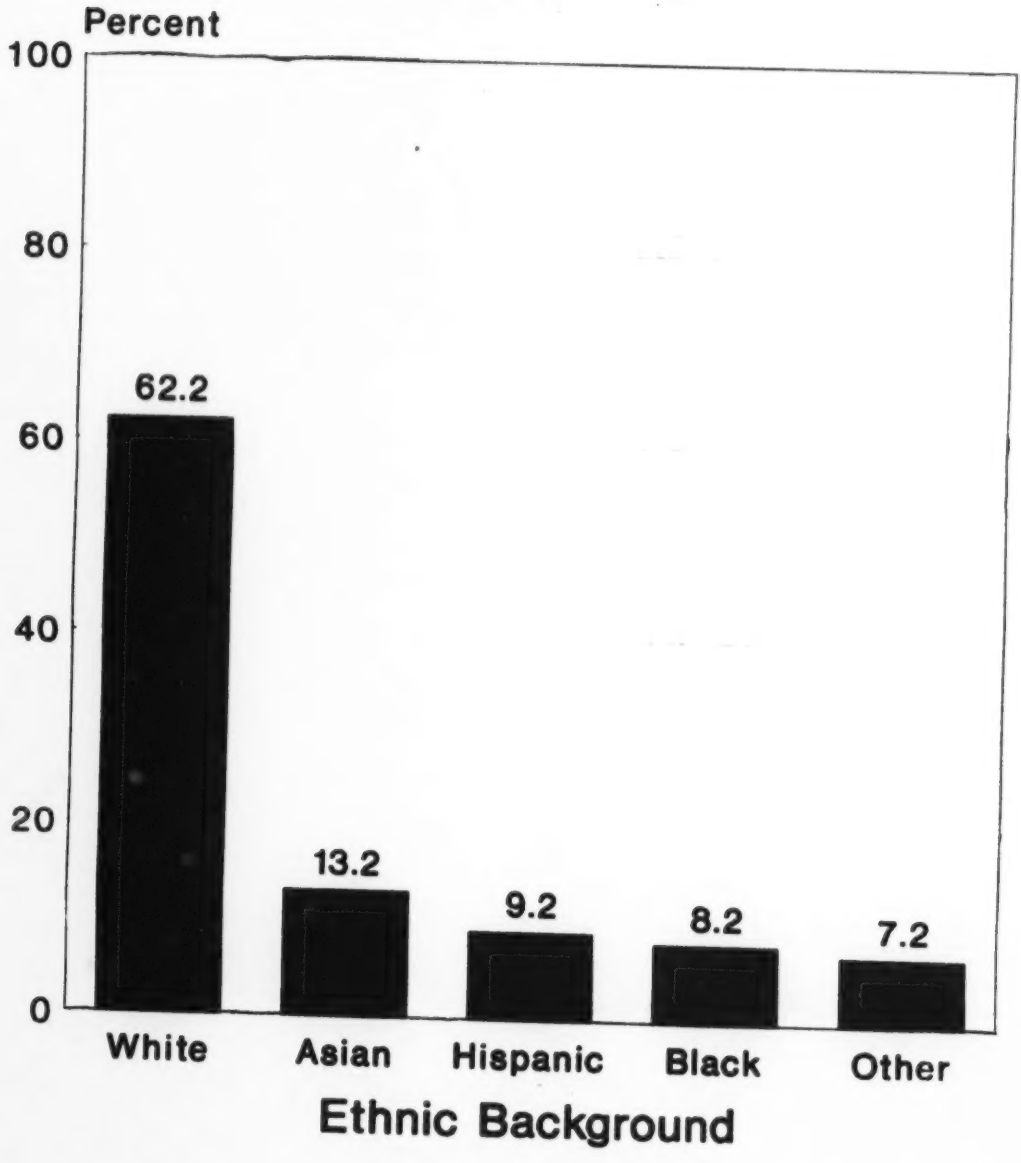
VOCATIONAL NURSE INFORMATION

LVN DEMOGRAPHICS

Age: 34.4 years mean age

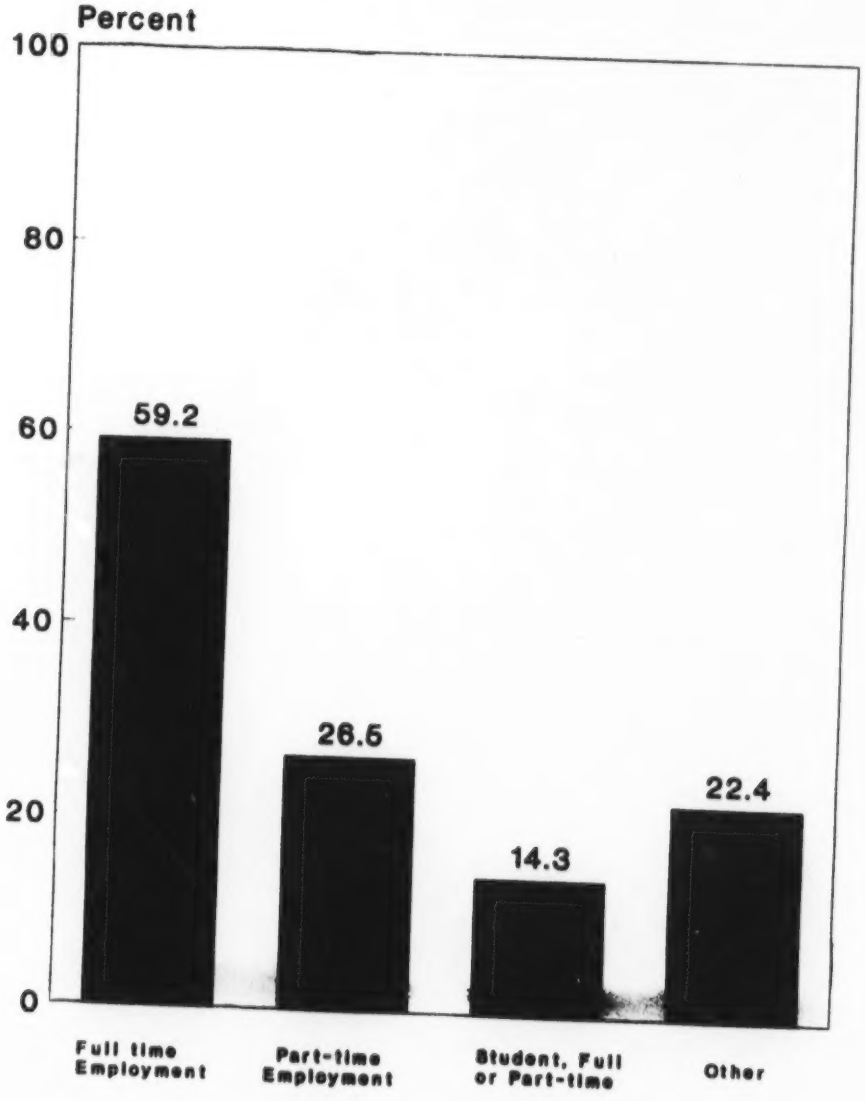
Sex: 86.7% - Females

13.3% - Males



Number of LVN's...98

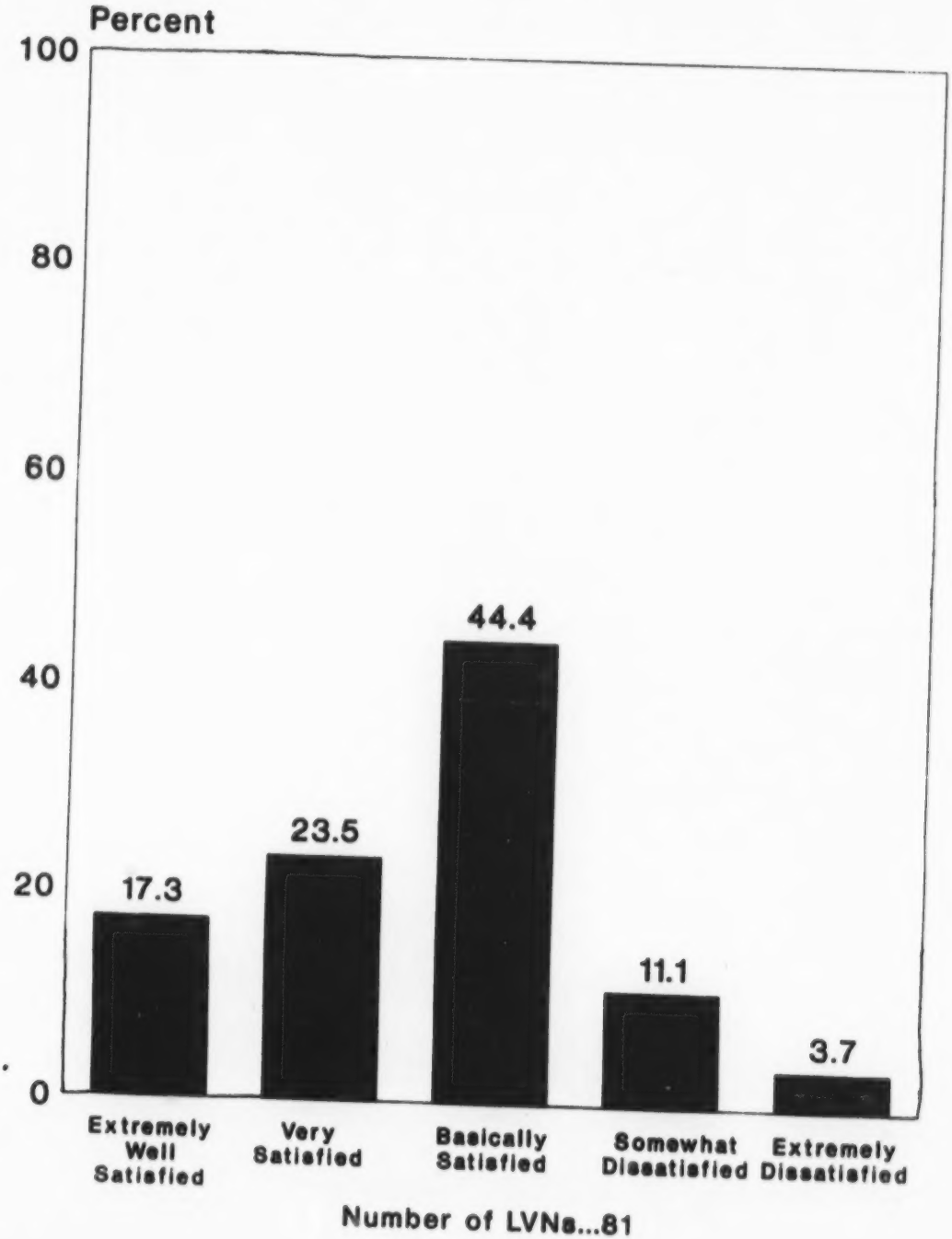
LVN EMPLOYMENT STATUS



Number of LVNs...95

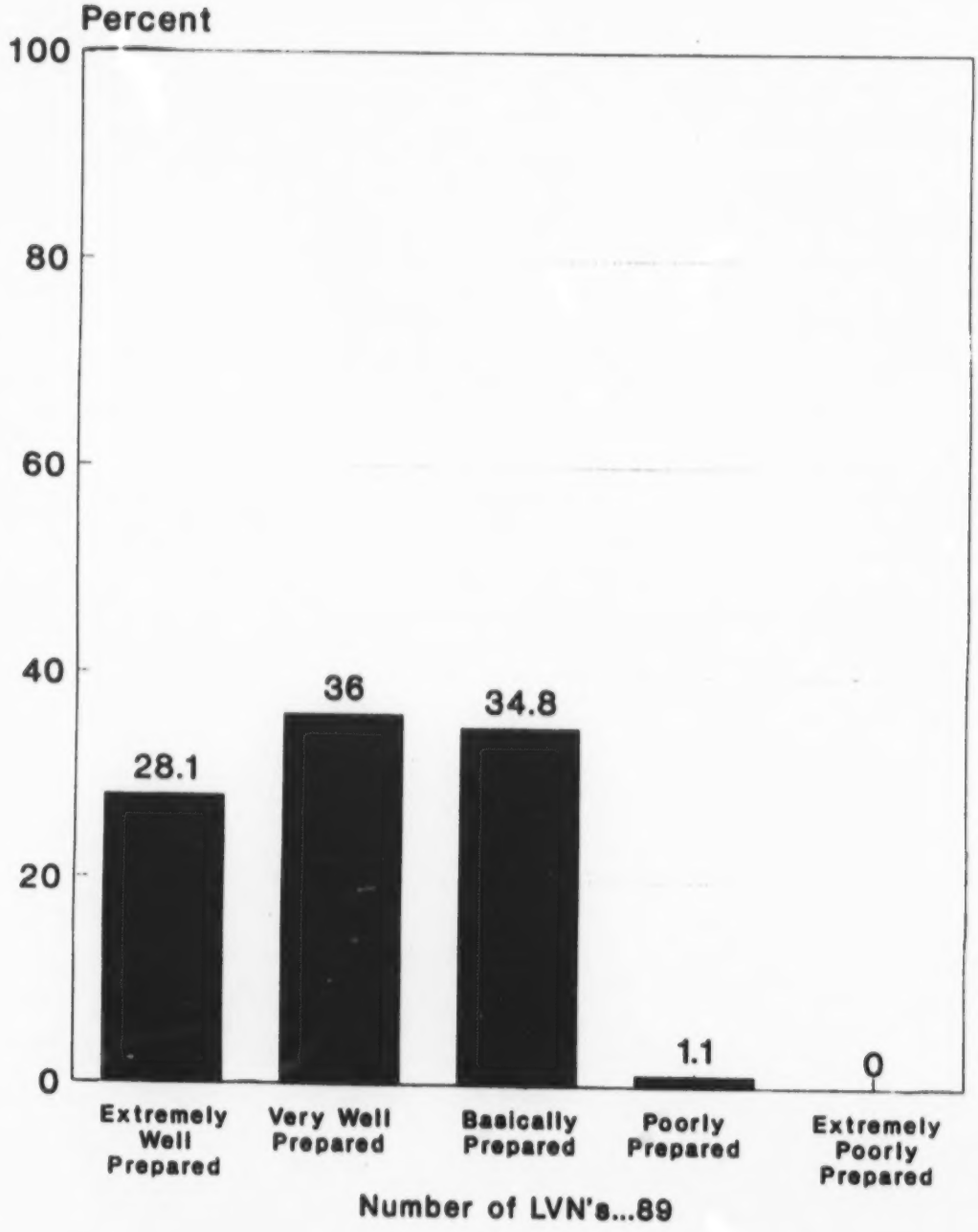
Note: OTHER includes family reasons, working as RN, inadequate compensation, another career

LVN LEVEL OF JOB SATISFACTION

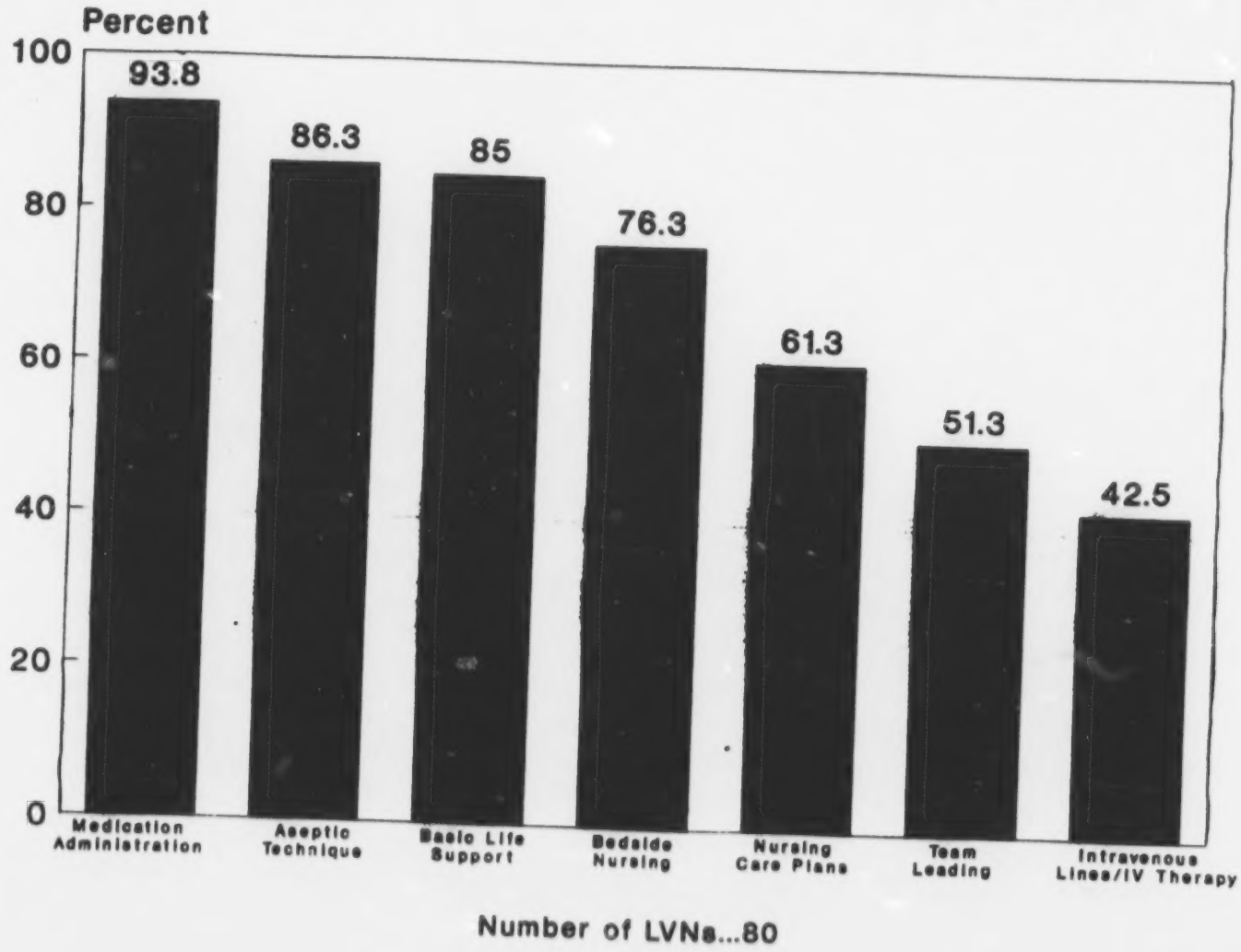


Number of LVNs...81

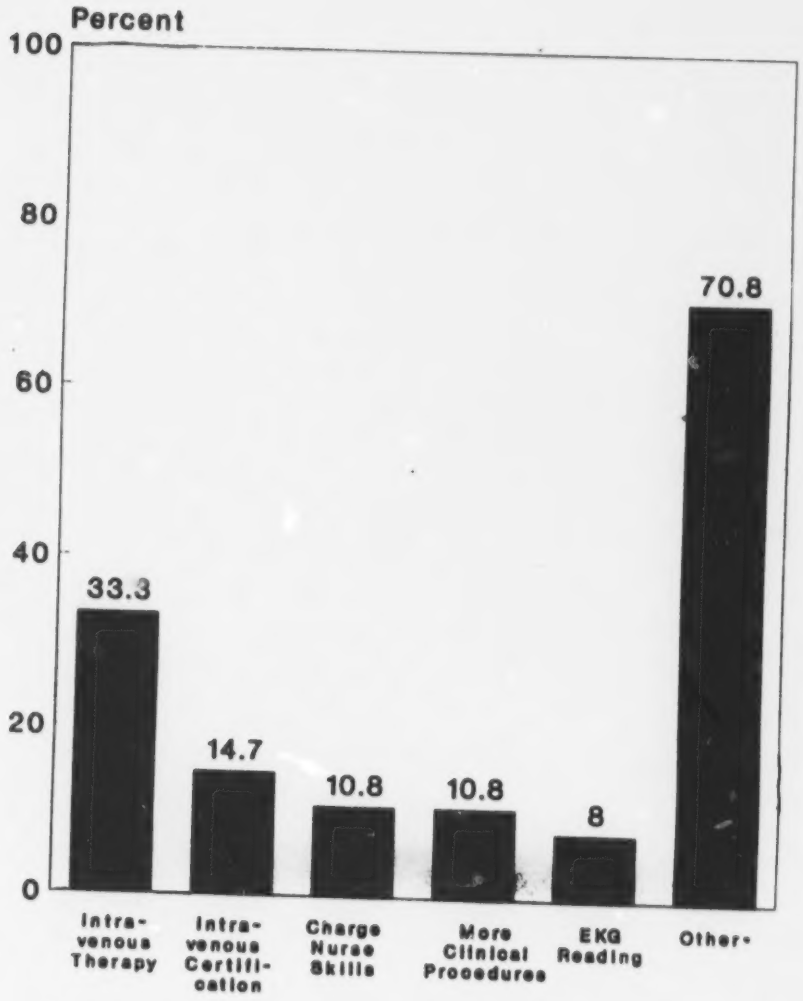
LVN LEVEL OF SATISFACTION WITH EDUCATIONAL PREPARATION



CLINICAL FUNCTIONS PERFORMED BY LVN'S



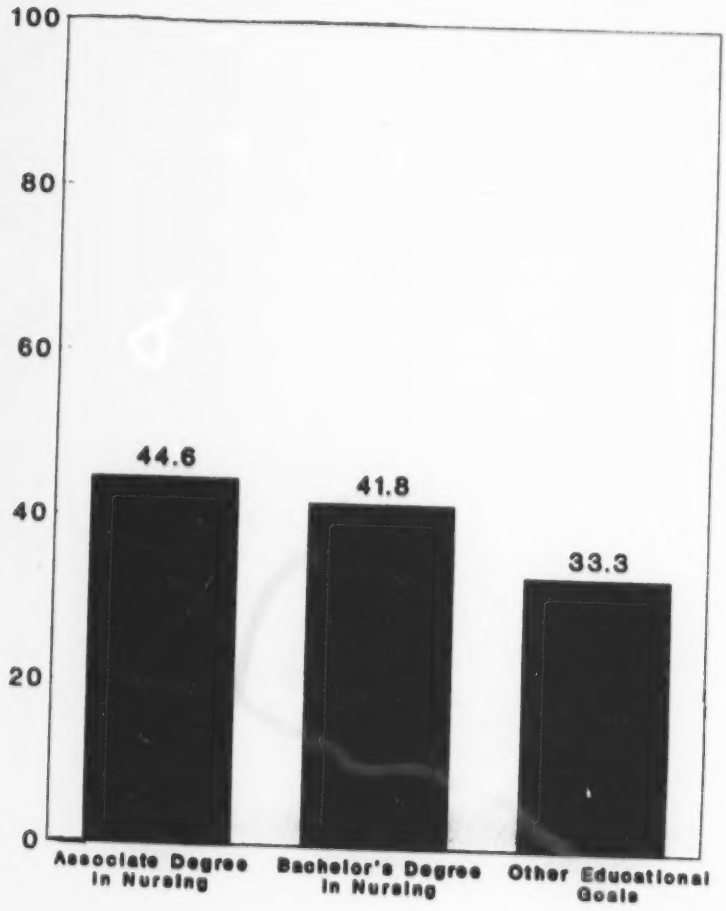
LVN'S SUGGESTIONS FOR ADDITIONAL CONTENT IN VN PROGRAMS



Number of LVNs...74-79

*Other includes Nursing Care Plans, Pharmacology, Advanced Cardiac Life Support, Physiology, Physical Assessment Skills, Ventilator/Respiratory Care Skills, Nasogastric Tubes, Blood Withdrawal Skills, Long-Term Care Experiences, More Clinical Experience.

FUTURE EDUCATIONAL GOALS OF LVN'S



Number of LVNs responding ranged from 91-93.

Note: Some LVNs indicated several educational goals including both ADN, BSN or other.

Advisory Committee Membership

Cecelia Estrada	VN Faculty, North
Zurline Thornhill	VN Faculty, South
Patricia Twyman	VN Director, South
Patricia Lenihan	LTC Administrator
Penny Sawyer	Nursing Coalition
Eileen Liang	Occupational Ed. Deans CC
Lyla Cromer	Assistant Dean Health Sciences
Ursula Guthormsen	Chancellor's Office
Teresa Bello-Jones	LVNPTE Board
Susan Beer	Vocational Nurse/RN

Doris Zylinski, Project Director
Patty Vail, Co-Director-VN Director North
Barbara McMahon, Consultant

MODEL ARTICULATION PROGRAM

SUMMARY OF DATA/CONCLUSIONS

The conclusions were derived from data collected from sixty-six Associate Degree Nursing Programs who responded to a mailed questionnaire. All programs responded to the directory information.

MODEL ARTICULATION PROGRAM should:

1. Reserve a specific number of spaces for admission of LVNs on a regular basis.

   The majority of Associate Degree Nursing Programs admit licensed vocational nurses by integrating them with the generic students as space becomes available through the normal attrition process.

   Of the sixty-six programs sampled, fifty-seven integrated the LVNs with the generic students. Twenty-eight programs were dependent on attrition to provide space for the LVNs.

   Fourteen programs held slots for LVNs ranging in number from four to thirty. Ten colleges had a separate program for LVNs. Four colleges had a first-year LVN/second year ADN track admitting ten to twenty-six students each year. Nine colleges admitted only LVNs to the ADN program. Two BSN programs had an A.A. degree option.

   Thirty-three programs admitted LVNs each semester while twenty-three admitted fall only. Four admitted spring only, two admitted every other year, two admitted every summer and three admitted each quarter.

   Although the majority of programs, due to fiscal constraints and limited clinical experiences, are dependent upon attrition in the generic program to provide space for the LVN, it is not a satisfactory solution for either students or faculty. Both groups need this information for planning purposes.

2. Increase the number of available spaces for licensed vocational nurses in colleges with long waiting lists.

   Thirty-nine programs did not have waiting lists for admission; twenty-seven had waiting lists. Of those who had waiting lists, only thirteen stated that they could accommodate all of the students in the next class.

   Geographic location of programs with waiting lists were scattered throughout the state.

3. Require science courses to be completed prior to admission since the student needs this information to understand the advanced nursing concepts.

All of the programs had some science courses (anatomy, physiology and microbiology) as prerequisites for admission. Other courses that many programs required prior to admission were English, Speech, Psychology and Sociology.

Other prerequisites and the number of programs requiring same were:

Biology	One
English	Twenty-nine
Speech	Fifteen
Psychology	Twenty-nine
Sociology	Fifteen
Algebra	Seven
Nutrition	One
Chemistry	Eight
Child Growth and Development	Seven
Math	Four
Humanities	Two
Reading Assessment	One
Recent med-surg work experience	Three

4. Encourage students to complete the communications and general education courses prior to admission so that they will have more time to devote to nursing.

   Programs admitting students on a point system almost mandated the completion of all courses prior to admission in order to be selected.

5. Require completion of a Transition Course prior to admission to increase student's chance of success. Course should include: nursing process, fluids and lytes, conceptual framework, role change and mental health concepts.

   Forty-two programs offered a Transition Course for LVNs entering the ADN program. Most required this course but several schools listed it as optional.

   Content included most often in the Transition Course included nursing process, fluids and lytes, conceptual framework, role change and mental health concepts. Other required by only one or two programs were math, community health, ethics, communications, client teaching, computer, prep for clinical, care planning, pathophysiology, geriatrics and decision-making. Ten of the transition courses had a clinical component. The courses varied in length from two weeks to one semester.

   However, there was no correlation between programs offering/not offering transition courses in terms of success on state boards.

6. Require a challenge examination only if it is determined that the test is significant in terms of decreasing attrition.

Thirty-six programs did not require LVNs to take a challenge examination while twenty-three did. Nine who required testing used teacher constructed examinations and nine used standardized tests. Standardized tests were from NLN, ACT, PEP and Educational Resources.

Data did not show any correlation between programs offering/not offering challenge examinations and success on state board examinations.

7. Encourage LVNs to articulate as results on state boards indicate high success rate.

The number of LVNs failing state boards after completion of the ADN program was reported as extremely low throughout the state.

ERIC Clearinghouse for
Junior Colleges

JUL 24 1992